

*Chapters 3 (Hunities)*

- fj     *Module C Reading and Writing Practice Tests*
- G     *Test Number 1*
- Q     *Reading*

Part 1. Australia's Linguistic History

*Read the passage below, then answer Questions 1 - 6 on page 9.*

Aboriginal Australia was multilingual in the sense that more than two hundred languages were spoken in specific territorial areas which together comprised the whole country. Because mobility was restricted, one language group had knowledge of its own language together with some knowledge of the languages spoken in the territories immediately adjacent to their own. However, from the beginning of European settlement in 1788, English was given predominance by the settlers. As a result Aboriginal languages were displaced and, in some areas, eliminated. By 1983, about 83 per cent of the Australian population spoke English as a mother tongue. Less than one per cent did not use English at all. The predominance of the English language reflects the fact that European settlement of this continent has been chiefly by English-speaking people, despite prior Portuguese and Dutch coastal exploration.

The first white settlers, convicts and soldiers and, later, free settlers, came almost exclusively from the British Isles. Some of these settlers spoke the then standard form of English whilst others spoke a wide variety of the non-standard forms of English that flourished in various areas of England, Scotland, Ireland and Wales. In addition, many spoke the Celtic languages including Gaelic, Irish and Welsh. However, speakers of languages other than English did not arrive in the Australian colonies in significant numbers until the goldrushes of the 1850s, which attracted people from all over the world, including substantial numbers from China. The reaction of the Europeans to the Chinese led to restrictions on Chinese and other non-European immigration and eventually to the Federal Immigration Act of 1901. By prohibiting the entry of non-European immigration this Act hindered the spread of non-European languages in Australia. By the late nineteenth century, German appears to have been the major non-English language spoken in the Australian colonies. In 1891, about four per cent of the total population was of German origin.

*(Reading passage continues over page)*

## Part 1 continued

Despite increased immigration from southern Europe, Germany and eastern Europe during the 1920s and 1930s, the period from 1900 to 1946 saw the consolidation of the English language in Australia. This process was accelerated by the xenophobia engendered by the two world wars which resulted in a decline in German in particular and of all non-English languages in general. As the Department of Immigration and Ethnic Affairs noted, the result was that 'at the end of World War II, Australia was at its most monolingual ever: 90 per cent of the population tracing its ancestry to Britain'.

The post-war migration program reversed the process of increasing English monolingualism. The post-war period also witnessed a reversal of a trend of diminishing numbers of Australians of Aboriginal and Asian descent. Dr C. Price, a demographer at the Australian National University, has estimated that in 1947 only 59,000 Aborigines remained from a population of 110,000 in 1891. By 1981 their numbers had increased to 160,000. Between 1947 and 1971, nearly three million people came to settle in Australia. About 60 per cent came from non-English-speaking countries, notably, Italy, Greece, Cyprus, Yugoslavia, Turkey, Germany and the Netherlands. Since 1973, Australian immigration policies have not discriminated against people on the grounds of race, and more Asian settlers have arrived, especially from South East Asia generally and, more recently, from East Timor and Vietnam in particular. Between 1971 and 1981, the Asian population of Australia more than doubled to 8.5 per cent of the total overseas-born population. Traditional migration from Europe, although remaining substantial, declined in relative importance during this decade. The numbers of new settlers from Lebanon and New Zealand also more than doubled during this period and there was much greater migration from Latin America, Africa and Oceania.

## Parti. Australia's Linguistic History

### Questions 1-6

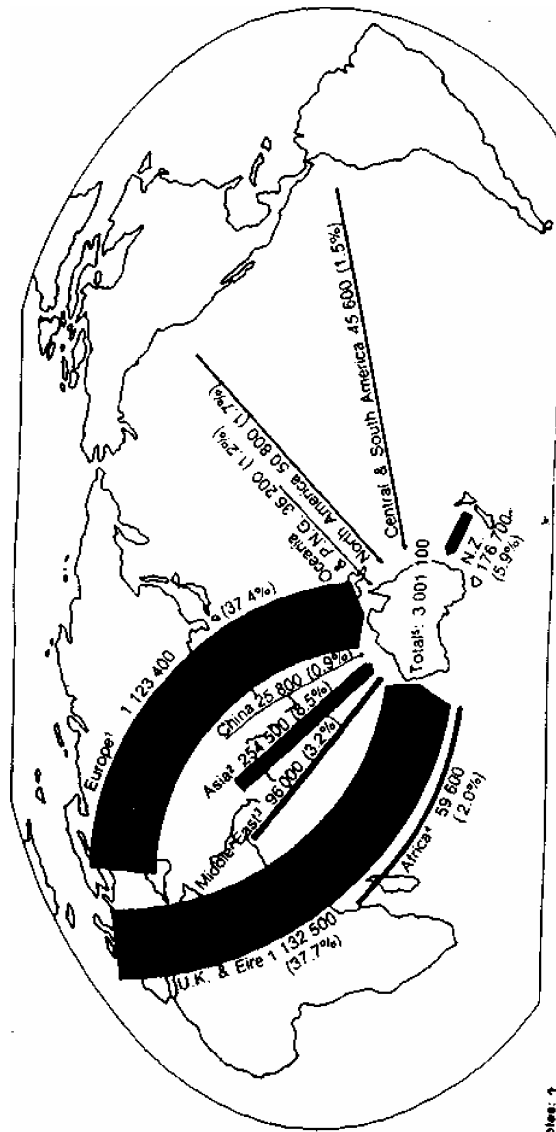
Read the passage headed 'Australia's Linguistic History'. Answer the questions below by writing the correct **date** in the boxes on the **Answer Sheet** for *Questions 1* to *6*. The first one has been done as an example.

*Example:* Although there had been many Aboriginal languages in Australia before white settlement, English took over as the main language from .....*example*.....

ex 1788

1. The first period when speakers of languages other than English arrived in Australia in large numbers was in the 1
2. In .....2 .....the Australian Government enacted a law that prohibited all non-European immigration into Australia.
3. Figures from ..... 3..... show that at that time about four per cent of Australia's population was of German origin.
4. Even though there were large numbers of non-English-speaking European immigrants for part of this period, from the turn of the century up to ..... 4 ..... English was the unchallenged dominant language in Australia.
5. From the years after the Second World War until.....5..... almost 3 million people emigrated to Australia, with about 60 per cent coming from non-English-speaking countries.
- 6- In..... 6..... the laws preventing non-Europeans from emigrating to Australia were removed, resulting in an increase in Asian immigration.

Part 2. The Composition of Australia's Overseas Born Population by Birthplace  
 Look at the information in the map and answer Questions 7-14 on page 11



- Notes: 1. Principal countries: Italy, Greece, Germany, Yugoslavia. Also includes the USSR.  
 2. Principal countries: Vietnam, Malaysia, Turkey.  
 3. Principal countries: Lebanon, Egypt.  
 4. The Republic of South Africa comprises 45% of the African total.  
 5. Non-English speaking overseas born comprise 53.6% of this total.  
 Source: ABS, 1991 census

**part 2. The Composition of Australia's Overseas Born Population by Birthplace**

*Questions 7 -14*

Look at the map on page 10. Use the information in the map to complete the passage below. In the boxes on the **Answer Sheet**, write the correct **word, words or number** to complete the spaces. The first one has been done as an example.

The map shows the composition of Australia's overseas born population by ..... *example*....., comprising over three million people or 21 per cent of the total Australian population in 1981.

---

ex     *birthplace*.

---

The United Kingdom/Eire and ..... 7..... were the two most important sources of migrants, with more than half of all immigrants coming from non-English-speaking countries. Thirty-seven per cent were European, principally from ..... 5....., Greece, Germany and Yugoslavia. Non-European migration, particularly South East Asian, has become much more significant since the 1970s. People born in ..... 9..... accounted for 8.5 per cent of the population: they came chiefly from ... 10....., Malaysia and 11. Smaller numbers of people had been born in the ..... 12....., (3.2 per cent), in ..... 13..... (5.9 per cent) and in Africa (2.0 per cent), although of this number ..... 14..... per cent were from one country. In the years 1982-83, about 26 per cent of new settlers arriving in Australia came from Asia.

### Part 3. Some Traits of Language

*Read the passage and answer Questions 15-22 on pages 13 to 14.*

One estimate puts the number of languages in active use in the world today somewhere between three and four thousand. Another makes it five thousand or more. The latter is probably closer to the truth, for many languages are spoken by relatively few people — several in one small area of New Guinea, for instance, have fewer than a hundred speakers each. The number of different languages is formidable and is quite awesome if we include the tongues once spoken but now dead.

All languages use the same channel for sending and receiving: the vibrations of the atmosphere. All set the vibrations going in the same way, by the activity of the speech organs and all organise the vibrations in essentially the same way, into small units of sound that can be combined and recombined in distinctive ways.

Languages can be related in three ways: genetically, culturally and typologically. A. genetic relationship is one between mother and daughter or between two sisters or two cousins: there is a common ancestor somewhere in the family line. A cultural relationship arises from contacts in the real world at a given time; enough speakers command a second language to adopt some of its features, most often just terms of cultural artifacts but sometimes other features as well. A typological relationship is one of resemblances regardless of where they came from. English is related genetically to Dutch through the common ancestry of Germanic and Indo-European. It is related Culturally to North American Indian languages from which it has taken many place names. And it is related typologically to Chinese which it resembles more than it resembles its own cousin Latin in the comparative lack of inflection on words.

Though genetic and cultural relationships tend to spell typological ones, it often happens that languages of the same family diverge so radically in the course of time that only the most careful analysis will demonstrate their kinship. The opposite happens too: languages unrelated genetically may converge to a high degree of similarity.

### Part 3. Some Traits of Language

#### Questions 15 -17

Read the passage headed 'Some Traits of Language'<sup>1</sup>. Then, complete the table below to describe the primary relationship between English and several other languages:

\*write T if the relationship is primarily typological

\*write C if the relationship is primarily cultural

\*write G if the relationship is primarily genetic

Write your answers in the boxes on the **Answer Sheet**. The first one has been done as an example.

Languages		Relationship	
1 <i>Example:</i>	English - Dutch	<i>ex</i>	<i>G</i>

15. English - Chinese
16. English-American Indian
17. English - Latin

Part 3 continued

*Questions 18 - 22*

The following statements are summaries of some of the information in the reading passage 'Some Traits of Language'. Write **True** in the box on the **Answer Sheet** if the statement accurately summarises the information in the text; write **False** if the statement is an inaccurate summary of information in the text. The first one has been done as an example.

*Example:* It is said there may be three to four thousand languages spoken in the world today.

ex	True.
----	-------

18. The writer believes that there are probably fewer than five thousand languages spoken in the world today.
19. Each language has a unique medium for sending and receiving; some use the speech organs and others use small distinctive units of sound.
20. A cultural relationship between languages is one where two languages have developed from similar cultures.
21. A genetic relationship between languages does not always imply a typological relationship.
22. Languages that have developed from totally separate ancestors may come to resemble each other to a high degree.



#### Part 4. Optimum Age for Language Learning

##### Questions 23 - 30

The following passage is a discussion on what age is the best time to learn a language. Several words have been omitted from the text. From the list in the box, select the correct words to complete the text and write them in the boxes on the **Answer Sheet**. Note that there are more words than there are spaces. Each word can be used once only. The first one has been done as an example.

One aspect of the current debate on language teaching in Australian schools is the ..... *example* ..... of when is the best time for people to learn a second language.

---

*ex* question

---

Language teaching within the education system in Australia has traditionally been concentrated at the secondary school ..... 23..... However, many people argue that the ..... 24 ..... age to commence language learning occurs in the early primary years or even in pre-school, when children are able to ..... 25 ..... a language naturally with minimum interference from their mother tongue. Some suggest that early adolescence is in fact the ..... 26 ..... time to begin to learn a language, given the psychological and ..... 27 ..... problems many high school students face. It should be remembered, however, that many studies have shown that there is ..... 28 ..... age at which one cannot learn a language. At 60 years, 70 years or 80 years you can still learn a language. What will cause the learner the greatest difficulty after puberty is the ...29,. The reasons for this problem with accent have been much ....30

debated	soonest	worst	only
emotional	technology	acquire	accent
controversy	optimum	education	examination
level	no	question	age

## Part 5. Purposes of Language Study: The Australian Senate Inquiry into a National Language Policy

*Read the passage below and answer Questions 31 - 35 on page 18.*

The Report of the Inquiry by the Senate of the Australian Parliament into a national language policy in Australia proposed five purposes for studying a language other than English in Australian schools.

The first point relates to what might be termed the more strictly utilitarian reasons for language learning — the acquisition of fluency in a language other than English for the purpose of direct communication. The communication in question may be of an informal nature, such as that which occurs during overseas travel, or between members of different groups within Australian society in a variety of social situations. In large measure, however, this language learning objective relates to the role of languages other than English in various fields of employment, such as interpreting and translating, international trade, diplomacy and defence.

Some witnesses to the Inquiry cautioned against placing too heavy an emphasis on utilitarian goals. Professor M. Halliday commented:

I think one should not be too restricted to the practical arguments, which are in a sense dishonest if you say to someone: 'If you spend all this time learning a language you will immediately be able to go and find a use for it'. I think we should have a more rounded picture of the goal.

The Committee agrees that, taken in isolation, practical arguments tend to give an incomplete picture of the value of language learning. In the early school years, for example, utilitarian objectives may well be less important than they are at tertiary level where employment considerations exert a strong influence. Nonetheless, it seems indisputable that practical fluency skills must remain one of the major purposes of the language teaching enterprise, even though the emphasis placed upon these skills may vary considerably according to the educational context.

The second purpose concerns the link between a language and the cultural context from which it emerges. Many submissions stressed the value of the language learning experience as a means of understanding other cultures, and hence of developing sensitive and tolerant cross-cultural attitudes. This proposition is applied to cultures both within Australia and overseas. Thus, it is argued that language study can contribute in important ways both to harmonious community relationships within Australia, and to an understanding of the cultural values of other countries. It is also contended that language provides the key to major historical cultures, such as the civilizations of classical antiquity which have exerted a profound influence on the Western tradition.

In the course of hearings, Dr David Ingram of the Australian Federation of Modern Language Teachers Associations referred to evidence which lends some empirical support to the claim that the experience of language learning fosters the development of a better understanding of other cultures. The Committee does not find the proposition difficult to accept. It believes, however, that the measure of success achieved is likely to be largely dependent on the teaching methodology adopted, and the degree of teacher commitment to the goal of cultural awareness and sensitivity.

In this regard another submission referred to the contention that second language study produces such desirable characteristics as 'greater tolerance, understanding of others, and acceptance of difference', and went on to observe that:

It is paradoxical that language teachers are totally convinced of the validity of such claims, and yet have very little success in convincing others. While the language teachers believe that it is all about tolerance and understanding, others believe it is all about doing grammar exercises. What is required here is a genuine attempt on the part of language teachers to think through the concepts of attitudinal development and to demonstrate that language learning can certainly be an encounter with a new thought system, and hence a powerful means of challenge to complacency in the Tightness of one's own ways.

The third objective relates to the role of language learning in the maintenance of ethnic languages and cultures within Australia. It was argued in submissions that a central element in Australia's policy of multiculturalism is a recognition of the value of the cultural heritages of the different groups within Australian society. Since language and culture are inextricably intertwined, the preservation of cultural heritages necessarily entails the retention of the languages associated with them. In the case of Aboriginal communities this issue takes on a special note of urgency since, in many instances, Aboriginal cultures and languages are on the verge of disappearing completely. The objective in this context, therefore, is not simply to assist in the maintenance of a cultural and linguistic heritage but to aid in preserving that heritage from extinction.

Prominent amongst the purposes of language learning described in submissions was the fourth point: the development of the general cognitive and linguistic capacities of students. The educational outcomes at stake here were described in a number of ways. Professor M. Halliday, for example, spoke of language learning as 'an educational exercise of the first importance, as a development of thinking'. Another submission referred to the development of 'a sharpened, more critical awareness of the nature and mechanism of language'. Professor Clyne pointed to research conducted particularly in Canada which, he states, 'suggests that bilinguals are superior to monolinguals in logical thought and conceptual development, verbal intelligence and divergent thinking'.

Finally, several submissions spoke of the role of language learning in the general development of personality. To a large extent, this objective builds upon and sums up aspects of those already covered. The possibility of direct communication with speakers of another language, for example, offers the opportunity for a broadening of personal horizons. A similar outcome may be expected from the encounter with another culture made possible through language study. Where the language concerned is the child's mother tongue —either the language of a migrant group or an Aboriginal language — an additional factor emerges. In this context, it is argued, language study contributes significantly to the development of individual self-esteem, since the introduction of the language into the school encourages children of that language background to value it and appreciate it as an asset. As a result, their estimation of their family's value as well as of their own worth is likely to rise. In such a case the language program may also aid family cohesion by facilitating the child's communication with family members of non-English-speaking background.

The Committee believes that submissions have been correct in drawing attention to these personal development issues. Naturally, the benefits of language learning in question here are less easy to quantify than those involved in the objectives previously discussed. Nonetheless, the Committee believes that, if appropriately taught, languages can play an important part in assisting young people to establish their identity, and develop their individual and social personalities.

## Part 5. Purposes of Language Study

### *Questions 31 - 35*

Read the passage headed 'Purposes of Language Study'. Then, read the list of statements below that summarise both the five major purposes of studying languages other than English in Australian schools as well as some of the arguments used in support of the major points. Identify the summaries of the major purposes as listed in the passage and write their corresponding letters in the appropriate box on the Answer Sheet to answer *Questions 31 - 35*.

<b><i>Question 31</i></b>	<b>First Purpose of Language Study?</b>
<b><i>Question 32</i></b>	<b>Second Purpose of Language Study?</b>
<b><i>Question 33</i></b>	<b>Third Purpose of Language Study?</b>
<b><i>Question 34</i></b>	<b>Fourth Purpose of Language Study?</b>
<b><i>Question 35</i></b>	<b>Fifth Purpose of Language Study?</b>

- A. To maintain ethnic languages and cultures as part of Australia's policy of multiculturalism
- B. To convince people that language classes teach tolerance and acceptance of other races and cultures \*
- C. To successfully communicate with people who do not speak English both within Australia and overseas
- D. To find employment outside Australia
- E. To better appreciate the multicultural nature of Australian society
- F. To achieve better professional standing in careers in Australia
- G. To develop an understanding of other cultures
- H. To develop better cognitive and general linguistic abilities in students
- I. To assess whether bilinguals are superior to monolinguals in logical thought and conceptual development
- J. To develop the personality of students and a sense of individual identity
- K. To prevent Aboriginal languages disappearing completely
- L. To enable Australians to travel overseas more easily

**This is the end of the reading test**